

Childminder report

Inspection date: 16 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder plans activities carefully. She considers what she wants the children to learn, and how best to teach them, and covers all seven areas of learning. Activities are based on children's interests and build on what they have already learned, so supporting them to develop their knowledge further. The childminder works alongside a support network of childminders and works closely with the local children centre. Children develop positive attitudes to their play and are eager to learn while playing with the childminder. For example, children enthusiastically share play dough with the childminder as they build towers and tunnels for their cars. The childminder is enthusiastic and engages well with the children. She joins them at their play, supporting their acquisition of language. For example, she introduces new words, such as 'squidgy', as the children explore the texture of the play dough. Children behave well; they willingly follow instructions and benefit from lots of praise. The childminder is knowledgeable about how to keep children safe. For example, she gently reminds children about being safe on the steps in the garden. She exchanges information with parents about children's routines and progress and suggests activities for home learning to support children's learning further. She also uses ideas and suggestions from parents about their children's learning in future planned activities.

What does the early years setting do well and what does it need to do better?

- The childminder has high expectations for all children. She ensures that activities are interesting and challenging, and she supports children's interest to extend their learning. For example, children enjoy playing imaginatively as they build mountains from play dough to hide their cars. The childminder engages well with the children. However, at times she asks questions in quick succession, not giving children enough time to think about and form their answer.
- Children learn and develop across the areas of learning through well-thought-out activities. The childminder regularly checks what children know, understand and can do. She uses this information well to decide what children need to learn next. For example, the childminder supports children's counting skills well. However, she sometimes misses opportunities to develop children's mathematical language.
- The childminder supports children's language acquisition well. She introduces new vocabulary during play activities and when singing songs together. Children enjoy regular story time and rhyme time activities with the childminder and at the library. The childminder uses these opportunities to enhance children's love of books as they share a wide range of stories. She introduces storybooks to support children's interest. For example, children actively enjoy re-enacting 'Stick Man' when at the woods.
- The childminder is a good role model and has clear expectations of children's

behaviour. Children settle quickly in the environment, building social skills and forming new friendships.

- Children have positive attitudes to learning, concentrating and showing enjoyment as they play. For example, children play well together as they complete a puzzle, checking they are correct as they match the picture to their work.
- The childminder encourages children to be independent. For example, they enjoy carrying out small tasks such as tidying up, as well as washing their hands. Children are encouraged to develop healthy lifestyles, including through physical activities. Children enjoy regular trips to the local parks and local community.
- Relationships with parents are strong, based on good communication. The childminder shares ideas and suggestions for home learning to support children's continual development. Parents enjoy the various communication methods. The childminder includes parents' suggestions for their children's learning and incorporates them within their activities.
- The childminder is ambitious in providing high-quality care and education. She has a clear programme for improving her own skills and knowledge. She attends face-to-face training courses as well as online webinars. She reflects on her own practice to enhance children's learning. For example, she recently completed a course about supporting children's different styles of learning.
- The childminder regularly engages parents and children to help with improving her setting, so children are benefiting from high-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good, secure knowledge of how to protect children from harm and the procedures to follow if she has any concerns regarding a child's welfare. She has recently updated her knowledge regarding her roles and responsibilities with regards to keeping children safe. She supports the children to manage their safety well. The childminder knows the procedure to follow should an allegation or complaint be made against her. She reviews her policies and procedures regularly. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- improve opportunities for all children to have enough time to think through ideas and form answers to questions
- develop opportunities to extend children's learning and understanding of mathematical language and problem-solving.

Setting details

Unique reference number	EY439312
Local authority	Greenwich
Inspection number	10106577
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	29 September 2015

Information about this early years setting

The childminder registered in 2011. She lives in Abbey Wood, in the London Borough of Greenwich. The childminder works term time only between the hours of 7am to 6pm.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector observed the childminder's teaching during activities with the children.
- The inspector held a meeting with the childminder.
- The inspector and childminder discussed children's learning and progress.
- The childminder and inspector completed a learning walk of the setting to understand how the childminder organised the curriculum.
- The inspector looked at a sample of documents, including parent feedback, safeguarding procedures and suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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